

*From the Tobacco Prevention Toolkit*  
[www.tobaccopreventiontoolkit.stanford.edu](http://www.tobaccopreventiontoolkit.stanford.edu)

*Adapted for use by the  
Indiana State Department of Health*



## Introduction to Healthy Futures: An Alternative to Suspension Curriculum

Over the past year, we know that many youth are being caught at school using e-cigarettes or vaping. Many schools have requested a curriculum to be implemented in lieu of suspension, and to help prevent further use of tobacco/nicotine products. Thus, in response to numerous requests, *Stanford University School of Medicine* created an Alternative to Suspension curriculum called Healthy Futures (HF).

This program can be used alone or with additional materials from the Tobacco Prevention Toolkit. Consider using other materials from Stanford's vaping module found [here](http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html) (<http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>), or their suggested curriculums, found [here](http://med.stanford.edu/tobaccopreventiontoolkit/curriculums.html) (<http://med.stanford.edu/tobaccopreventiontoolkit/curriculums.html>).

HF uses materials from the Stanford Tobacco Prevention Toolkit (TPT) that is already being used by many schools throughout the US.

We want to make note of who should be facilitating this curriculum, whether conducted 1:1 or in a group setting, and whether using the 1- or 2-hour version. This is critical. All the work that was put into the slides, the questions asked, the activities, are only as good and effective as the facilitator. Having the right person leading this program is critical. Here are some important considerations when choosing the facilitator, and training needs:

- 1) It is critical that whoever is chosen to provide this curriculum actually wants to do this intervention. All facilitators must have buy-in to the program. If the facilitator DOES NOT want to be there, the youth will know this within 5 minutes. Please only assign this work to people who want to do this and have some skill sets to be able to be successful.
- 2) Recruit a Counselor/Educator/Volunteer who has a passion for tobacco education and prevention. The facilitator of this program needs to have buy-in to the program as they will be expected to show a PowerPoint and facilitate activities and discussions, whether it be one-on-one or as a group.
- 3) If the facilitator needs information on JUUL and other pod-based systems, besides reviewing this material here, spend some time on the Stanford Tobacco Prevention Toolkit's [Pod-Based Systems Unit](http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs/ECigUnit6.html) (<http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs/ECigUnit6.html>) going over the basics. Crash courses are also available to increase your understanding, found [here](http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html). (<http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>)
- 4) How the facilitator runs the intervention is equally as important as what you are doing. Expressing lots of empathy and understanding is critical and, most importantly, this is NOT a



Tobacco Prevention Toolkit  
[www.tobaccopreventiontoolkit.stanford.edu](http://www.tobaccopreventiontoolkit.stanford.edu)

place to be preachy or judgmental. Facilitators are there to offer information and to ascertain if there is some interest to change in the student's behavior, what they may be willing to do, and refer them for further support.

Pre- and post-testing materials and session assessments are available. This information is confidential, as students will give themselves a random seven-digit code to utilize. Schools can prepare their own use of this data.

We have also included a Letter for Parents/Guardians template to give parents/guardians whose child has been caught using vapes/e-cigarettes on campus.

We hope you find these materials useful.

## 1- Hour Healthy Futures Curriculum

Facilitator Preparation		In-Class Activities				
Crash Course ~10 min	Preparation ~15 min	Activity 1 5 min	Activity 2 10 min	Activity 3 30 min	Activity 4 10 min	Activity 5 5 min
<ul style="list-style-type: none"><li>E-Cigarette Module; Unit 6; <b>Educator Crash Course</b></li></ul>	<ul style="list-style-type: none"><li>Download and review each activity.</li><li>Closely review speakers' notes embedded in the PowerPoint.</li><li>Print materials necessary</li></ul>	<ul style="list-style-type: none"><li>Healthy Futures Pre-Assessment</li></ul>	<ul style="list-style-type: none"><li>"Where are you at?" Part 1</li></ul>	<ul style="list-style-type: none"><li>Healthy Futures PowerPoint</li></ul>	<ul style="list-style-type: none"><li>"Where are you at?" Part 2</li></ul>	<ul style="list-style-type: none"><li>Healthy Futures Post-Assessment</li></ul>



# Facilitator Preparation

## **Crash Course – 10 min.**

We recommend that educators use Educator Crash Course to review the information that will be covered in class. This curriculum assumes that presenters are comfortable discussing key topics in addiction and concerns around emerging tobacco/nicotine products. Click on the following link and scroll to the bottom to find the crash course.

[E-Cigarettes/Vapes and Pod-based Systems Module Unit 6 Educator Crash Course](https://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs/ECigUnit6.html)  
<https://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs/ECigUnit6.html>

## **Preparation – 15 min.**

This is a suggested 1-session curriculum that educators can use over a 50-minute period. Before using the curriculum, we suggest that educators become familiar with the material including reviewing the teacher-focused crash courses.

Educators should go through each unit and download the PowerPoint for class presentation. Educators should also download the accompanying activities for in-class activities. Speakers' notes are embedded in the PowerPoint. Activities are meant to be printed for students before class begins.



Tobacco Prevention Toolkit  
[www.tobaccopreventiontoolkit.stanford.edu](http://www.tobaccopreventiontoolkit.stanford.edu)

# In-Class Activities

## Activity 1: Health Futures Pre-Assessment – 5 min.

### *Reference Pre-Assessment Worksheet*

Create a welcoming space that is safe, non-judgmental, and confidential.

1. Establish rapport with the youth.
  - a. “Welcome! I’m glad you’re here.” (smile).
  - b. Do introductions of everyone (e.g., teacher/facilitator, youth).
  - c. Discuss the limits of confidentiality: “Everything discussed in this space is confidential. In other words, what you say here stays here unless you tell me you want to hurt yourself. What do you think I mean by hurt yourself or hurt others? (answer: kill self or kill others). What do you think I mean by someone is hurting you? (answer: someone is physically, sexually, or emotionally abusing you). Aside from this, everything else is confidential.”
  - d. Have a conversation, not a confrontation, with the youth.
  - e. (Note: for group settings) Throughout the presentation, notice if the youth is reluctant to ask questions or comments (e.g., puzzled look, etc.), and gently say, “I noticed that you might want to say something, what would you like to say or ask?”
2. Ask youth, “what were you told about this meeting?”
3. Tell youth, “you’re not in trouble.”
4. Share overview/purpose of the curriculum
  - a. Provide you with some health information about e-cig/vapes
  - b. Collaborate with you on setting goals related to your e-cig/vape use
5. Ask youth, “do you have any questions for me before we start?”
6. Give youth pre assessment (Note: please have students assign themselves a random seven-digit code and write in all four forms). When completed, please collect.



## **Activity 2: “Where Are You At?” Part 1 – 10 min**

*Reference Where Are You At (part 1) Worksheet*

1. Give youth “Where Are You At?” (Part 1) handout pretest and review afterwards.
  - a. Scale question (#8)
  - b. After youth responds with a number, ask youth “please tell me why you picked \_\_ (number)?”
  - c. After youth responds, ask “tell me more.”
  - d. Ask youth, “now tell me, why didn’t you pick a lower number?” (if selected 2 or greater).
  - e. Ask youth, “what will it take for you to go to a \_\_ (2 to 3 numbers higher)
  - f. “Thank you for sharing. Do you have any questions or concerns about anything so far? No, ok we are going to continue with our presentation.”

## **Activity 3: Healthy Futures PowerPoint – 30 min.**

*(Reference Healthy Futures PowerPoint)*

1. Start PowerPoint slides. Teacher Talking Points are embedded in the slides

## **Activity 4: “Where Are You At?” Part 2 – 10 min.**

*Reference Where Are You At (part 2) Worksheet*

1. At the end of the PowerPoint presentation, give youth “Where are you are?” (Part 2) and review afterwards.
  - a. Did the youth select a higher number on the scale? “I noticed that you selected a higher number on the scale! Tell me what brought about this change for you?”
  - b. If the youth stayed the same, “What do you see as the next steps for you?”



## **Activity 5: Healthy Futures Post-Assessment – 10 min.**

### *Reference Post Assessment Worksheet*

1. Give youth Post assessment and collect.
2. Closing meeting with youth
  - a. “Thank you for being here today. Do you have any other questions or concerns that you’d like to share?”
  - b. “I have some additional free resources to share with you, do you feel like you’d need additional help?”
  - c. If your school has a designated person to help youth cut back and quit, refer youth to that person.

